

# Applying Action Research by Following Flipped Classroom Model Teaching Oral English Course in the Context of Chinese Learners of English Language

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**Abstract**— Teaching English Language speaking skill is considered as one of the main problems face the Chinese Learners of English Language CLELs compared with writing, reading, and listening skills. One of the suggested solutions was applying action research by following Flipped Classroom Model in teaching speaking skill. An empirical study was conducted on 140 samples of CLELs in Foreign Languages College using pre-test, post-test, and a questionnaire before and after the experiment. Findings show that students of experimental groups achieved more progress than students of control groups in their presentations using target-like expressions in the main elements and structure of their presentations. The findings also show that the experimental groups had fewer mistakes than the control groups and used their body language and contact eyes in an effective way. It is suggested to apply Flipped Classroom Model in teaching speaking skill in the context of CLELs.

**Index Terms**— English Speaking Skills; Flipped Classroom Model; Action Research

## I. INTRODUCTION

English Speaking Skill is one of the core courses of English major. The objectives of the course are to enable students to speak and communicate properly and to give individual presentation in effective way. As it is the first time to teaching speaking skill in the context of Chinese Learners of English Language CLELs, the authors tried to find a practical solution for the problem of poor oral skills in speaking English fluently and how to communicate with others without being shy or committing many mistakes and poor body language. Flipped classroom model (FCM thereafter) has been applied recently as a teaching model. It is found out that the FCM helps students inverting knowledge instruction and knowledge internalization. To be more specific, students receive knowledge instruction by watching teaching video clips before the class, practice their presentation with the teacher in advance, getting feedback, correcting their mistakes, and reconstruct their presentations in a target-like way.

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## II. LITERATURE REVIEW

### 2.1 Flipped classroom as a teaching methodology

The teaching methodology of Flipped lessons may originate from Bergmann and Sams (2012), who conducted an experiment by recording different video-based lectures or flipped lessons that cover various subjects and propagate such flipped courses through online platform, subsequently arise the huge interest of netizen. Lee and Wallace (2018) point out the flipped class provide more flexible learning mode for L2 learners and ensure their active engagement or participation during each teaching sessions. Hung (2015) mentioned the self-efficacy of language learning may be largely enhanced through adopting flipped-oriented class, for the learners are willing to use second language in context as well as engaging within in-class activities. Bergmann and Sams (2012) defined the flipped class as “inverted” teaching & learning mode, and it may breakthrough the limits of time and space, which might offer more flexible ways for second language learners. Furthermore, according to Doman and Webb (2017), the application of flipped lesson or course into language classroom may largely enhance the learners’ positive motivation and attitudes towards second language learning, for the learners are involved in various activities and interactions through such unconventional platforms. Additionally, through the process of flipped instruction, since the control or effects of teachers in language learning might be diminished, therefore, it may largely enhance the *learning autonomy* of learners as well as offer them more alternatives to second language learning (Li, 2016). Furthermore, the cognitive aspect of language learners may be strengthened when incorporating flipped lesson into language classroom, since the flipped-based class may require learners to use complex cognitive competency to participate different learning activities and cultivate higher cognitive abilities, like the capability of synthesis or evaluation on learning content (Brinks Lockwood, 2014). Correspondingly, Kong (2014) claimed that the flipped-based classroom consists of various activities and even project-based work, thus, learner’s relevant literacy competency may be improved as well as their critical thinking ability might be enhanced during such teaching mode. In addition, Li (2016) mentioned the real facts of various learning demands and learning levels among L2 learners, thus, the flipped-based language classroom may include multiple learning materials or more flexible studying modes, which may form an individualized learning environment and meet different learning requirements among L2 learners.

Wu, Jun and Yang (2017) present that since the content of flipped class may include context-oriented materials, which indicates that such flipped-classroom learning involve more

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contextual elements that allow language learners to effectively use or apply second language in real situations, which may boost their *speaking competencies* enhanced accordingly. This might facilitate language learning since the learners may comprehend how to use language appropriately in authentic context and facilitate their oral proficiency and speaking competency. Correspondingly, Chen Hsieh, Huang and Wu (2017) find out the the flipped lesson may arise the learner's *perception of speaking practice or desire of communication*, since some collaborative activities are embedded in flipped class and it may trigger learners to speaking more in order to exchange information or accomplish tasks. Similarly, Wang, An and Wright (2018) propose the learners' oral proficiency may largely have enhanced, for the learning environment of flipped class may help learner's to relax their mood and offer them authentic to practice their oral competency, which form a positive attitude towards speaking, and even increase their confidence by offering such interactive platform in flipped lesson. Furthermore, Lin & Hwang (2018) present that the multiple effects of flipped lesson on speaking performance, include the emotional aspects of learners may be boosted and create more individualized learning atmosphere, under such learning context, students are inclined to speaking naturally and unconsciously even enthusiastically without the control or limit by other members and teachers. Furthermore, K roglu &  akır (2017) analyze the effect of flipped instruction on speaking through the *constructive angle*, which emphasize the point of collaboration or interaction in each flipped lesson, including cooperation with peers or instructors, which may facilitate learners to speaking second language in real communicative situation and their oral competency might be improved through collaboration.

Besides, Bauer, Graney, Marshall and Sabieh (2016) emphasize the *assessment* mode of flipped classroom in second language learning. They state that since the process of flipped lessons are involved in different forms of activities and multiple tasks, therefore, teachers may effectively and objectively observe learners' language competency according to various tasks or projects embedded in flipped lesson. Therefore, instructors may objectively formulate a formative assessment mode based on flipped class or flipped learning.

### 2.2 Flipped Classroom in the Context of CELLS.

Wu (2018) conducted an experiments by adopting flipped lesson in his class, and divide the students as experimental group and control group, then the experiment results reveal that through the flipped classroom, the students from experimental group are presenting highly motivated learning style as well as forming *individualized* studying context, which may reform the conventional learning ways in Chinese local context. Fang (2018) propose that under the current situation of Chinese College, students may lack of participation in class and the whole lesson might be teacher-oriented rather than student-based, therefore, the students are lack of speaking practice and even feel anxious when giving an oral presentation in class, therefore, the flipped lesson may provide more *flexible mechanism* for Chinese language learners to study before class, in-class, after-class. Song (2017) claimed that through flipped course, due to the more diversified oral learning system, like the students are required to preview or practice the learning content before the formal class, and discussing or presenting

their ideas with peers or teachers online, therefore, under such flipped teaching mode, the speaking performance of students may largely improve since they may frequently use the language to complete different tasks. In addition, Su & Yang (2018) mentioned the current speaking course in China and present the conventional language classroom may lack of *communicative and interactive* learning situation, thus, the adopted flipped lesson may offer students more chances to expose to authentic communicative language which may facilitate their oral proficiency and enhance their spoken competency. Furthermore, Mo (2016) state that the application of flipped learning mode into Chinese learning context, it may largely boost the *cooperation and interaction* between learners as well as with teachers, since the flipped lesson may involve in various cooperative tasks or themes, thus, the students may immerse into such collaborative learning situation which might trigger them to use language and improve their output competency, like oral proficiency. Gao (2018) put forward that through the flipped class, it may respect the *individuality and discrepancy* among various learners, thus, instructors may design more student-oriented activities or tasks in order to fulfill multiple learning demands, which may enhance learners' motivation during language learning.

Flipped classroom model (FCM thereafter) has been applied recently as a teaching model which helps students inverting knowledge instruction and knowledge internalization. To be more specific, students receive knowledge instruction by watching teaching video clips before the class while they internalize knowledge through participating in various teaching activities in the class (Zhang, 2013). Since the research focused on FCM (Bergmann and Sams, 2012, 2013; Kathleen, 2012; Pape et al., 2012) in 2010s, a large number of researchers paid attention to flipped classroom in China. Some of the researchers discussed the essential features and application value of FCM (Zhang et al., 2012; Wang, 2012), while others conducted empirical research to explore whether it is feasible to apply FCM to the teaching of a course (Li and Wu, 2015; Wang, 2016; Zhang and Tao, 2017), and still others are investigating the teachers' teaching ability and meditative function in FCM (Li, 2015; Cheng, 20116). The previous studies mentioned above have brought about a series of teaching reform in terms of teachers' role, teaching model, learning management, and so on. However, the previous studies failed to construct FCM in a dynamic way. The authentic teaching environment involves more factors than before. A successful FCM, therefore, cannot be achieved overnight. Instead, it is advised to be adjusted continually until teachers and students become familiar to each other. Under the circumstances, action research may be adopted to facilitate the dynamic construction of FCM.

### 2.3 The Connotation of Action Research

It is mentioned that action research is one of the research methods in the field of experimental social psychology. Burns (2011: 2) held that action research "involves taking a self-reflective, critical, and systematic approach to exploring your own teaching contexts". It aims to "intervene in a deliberate way in the problematic situation in order to bring about changes and, even better, improvements in practice." She pointed out that action research model covers two cycles based on Kemmis and McTaggart (1988), including *Plan-Action-Observe-Reflect* and *Revised*

*Plan-Action-Observe-Reflect.* Wen (2011) suggested that action research is a study which focuses on action with purpose, motivation, supervision and reflection. The authors

advanced that action research is not a simple cycle, but a dynamic terraced model, shown as Figure 1.

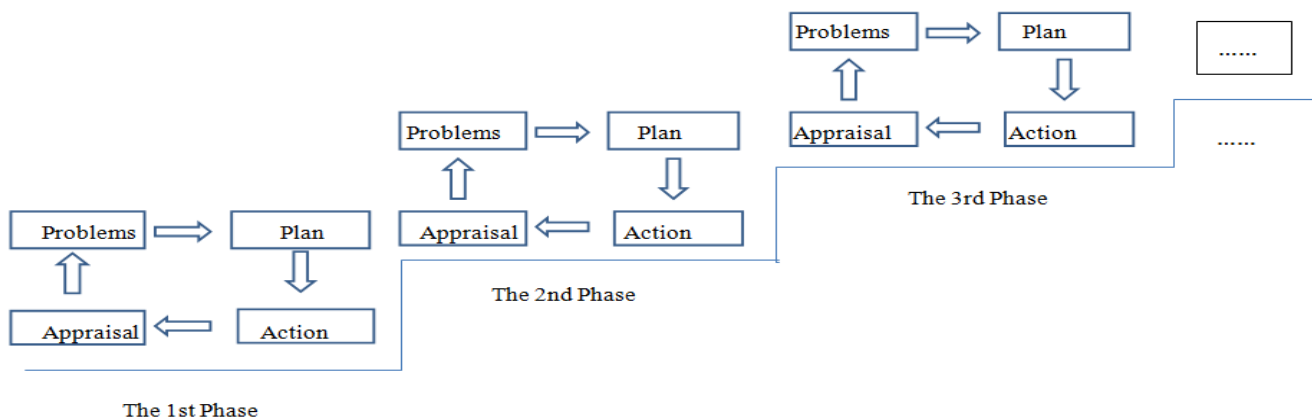


Figure 1 Action Research Model

It is noticed that action research in each phase covers four steps which are: Problems – Plan – Action – Appraisal. That is to say, the researcher reflects on the teaching problems in the real classroom, makes a careful plan to revise the teaching activity, implements the plan and assess the effects of the updated teaching activity. After the completion of the tasks in the lower phase, the researcher starts the research in the higher phase. As a result of that, action research is certain to improve the teaching effects.

Action research features research in teaching and teaching in research. Therefore, it can guide the teacher to combine teaching and research together. The teacher who implements FCM should absorb the thought behind action research and get into the habit of adopting action research: make a systematic plan about teaching activities; take action according to the plan; observe and resolve teaching problems to improve teaching effects and heighten the teacher's professional quality. Therefore, the authors, under the guidance of action research, examined whether it is feasible to draw on FCM in the teaching of English Speaking Skill in the context of CELLS. The research was a mixed one, combining qualitative research and quantitative research. It not only took advantage of action research to perfect the construction of FCM, but also made use of experimental research to judge whether the change in teaching model led to improving teaching effects.

### III. METHODOLOGY

#### 3.1 Research Participants

A sample of 140 students were taken in six parallel classes as research subjects. The author who is the teacher researcher, taught the four classes in different ways. Class 3 and Class 4 (70 students with 35 in each class) were the experimental group classes and followed teaching English Speaking Skill through FCM, while Class 1 and Class 2 (70 students with 35 in each class) which were the control group classes were taught the course following the teacher-centered model.

#### 3.2 Teaching Arrangement

A ready-made course book was used as the main teaching material. Eight units were allocated to be taught in

each semester. For each class, there were 32 periods in 16 weeks, two hours a week. The teaching time allocated for the whole course could be divided in three phases. There were 10 periods in the first phase, which covers the first three units. The second phase included 12 periods, which focuses units 4,5, and 6. The third phase had 10 periods, teaching units 7 and 8 and each student should give individual presentation.

#### 3.3 Teaching Tools:

The main teaching tool is Tencent QQ, which is also known as QQ, it is an instant messaging software offering services that provide online social games, music, shopping, microblogging, movies, group chat and voice chat. It is used as a function for students' online communication platform. Accordingly, a QQ groups were specially built for exchanging learning experience in each experimental class while students in the control group follow teacher-centered approach.

#### 3.4 Research Instrument

According to Zhai's (2015) Questionnaire of Satisfaction in FCM and the real teaching environment, the authors designed self-evaluation form which includes 15 items with (Yes or No) answers based on the evaluation elements used to evaluate the presentation. The authors revised the self-evaluation form to make it understandable and readable by the samples of the study.

##### 3.4.1 Validity Analysis

The self-evaluation form was sent to four professors in two different universities in China who are in the same filed. The result was highly recommended to use the suggested self-evaluation form to measure the performance of the students in oral English presentation. It was suggested to use the self-evaluation form only once with control group, after the samples finished their presentations and to be used after each phase in action research with experimental group. Therefore, the self-evaluation form had higher validity based on the feedback received from the four professors.

##### 3.4.2 Reliability Analysis

The authors ran the self-evaluation form on a random sample of students form other classes who are not involved in the study. This ensured that the items were readable and understandable by the samples of the study. Then, the self-evaluation form was sent to six teachers in the college in order to measure the reliability of the designed self-evaluation

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form, five teachers give their positive feedback, and one teacher did not send his feedback because he left the college for personal reasons and was late to send back his feedback. Based on the sample of the students and teachers, the items were used in the self-evaluation form were connected and related with each other and the self-evaluation form had higher reliability, (see append A).

### 3.5 Research Questions

The paper aimed to inquire into the following three questions.

- a. How could FCM in the teaching of English Speaking Skill be constructed?
- b. What effective teaching strategies could be adopted to achieve teaching objectives?
- c. Compared with the traditional teaching model, could FCM improve teaching effects? And could it heighten students' learning ability and professional quality?

### IV. ACTION RESEARCH ON FCM OF ENGLISH SPEAKING SKILL

In each teaching phase, the authors carried out a complete action research, covering four steps: identifying teaching problems, proposing a plan, implementing the plan and evaluating the effects.

#### 4.1 The First Phase

In the first phase, the authors guided students to adapt themselves to FCM. The main objective is to help students find proper learning methods, and create a harmonious learning atmosphere.

##### 4.1.1 Identifying Teaching Problems

The author examined the problems in the teaching of English Speaking Skill from the literature review and their past own teaching experience. It was found that teaching contents were so theoretical and profound that students felt it

might be hard to give oral speech easily. Students received the teacher's instruction in the teacher-centered classroom and they do not have a role in participating or interaction. Teaching effects were not satisfactory, for students found it difficult to interact with the teacher.

##### 4.1.2 Proposing a Plan

The author decided to take some corresponding strategies to deal with the aforementioned problems. The authors updated syllabus to make the teaching contents satisfy students' needs by creating space for students to speak and interact. FCM was introduced to the real teaching environment, and tried to increase students' learning enthusiasm and strengthen students' learning initiative. familiar topics were added to help students presented more relevant and fluently. Thus helped students to analyze and participate and solve the problems.

##### 4.1.3 Implementing the Plan

Updated syllabus were presented by the author according to learning demand and teaching materials. Three days before a class, a teaching plan was prepared by the author and uploaded a video clip to QQ groups. Students were asked to preview the teaching materials and watch the video clip to know focal points and difficult points of the upcoming class. If students had problems, they could have online discussion to solve the problems or recorded the problems in QQ groups. In the classroom, students are organized into groups to discuss their problems or topics, and then made a comment and summary. In the end, students may solve all the problems and understand the learning contents themselves with little help and support. After the class, students had online discussion to consolidate what they had learned, and submitted learning reflection to share their own learning experience. Accordingly, a preliminary version of FCM could be represented in Figure 2.

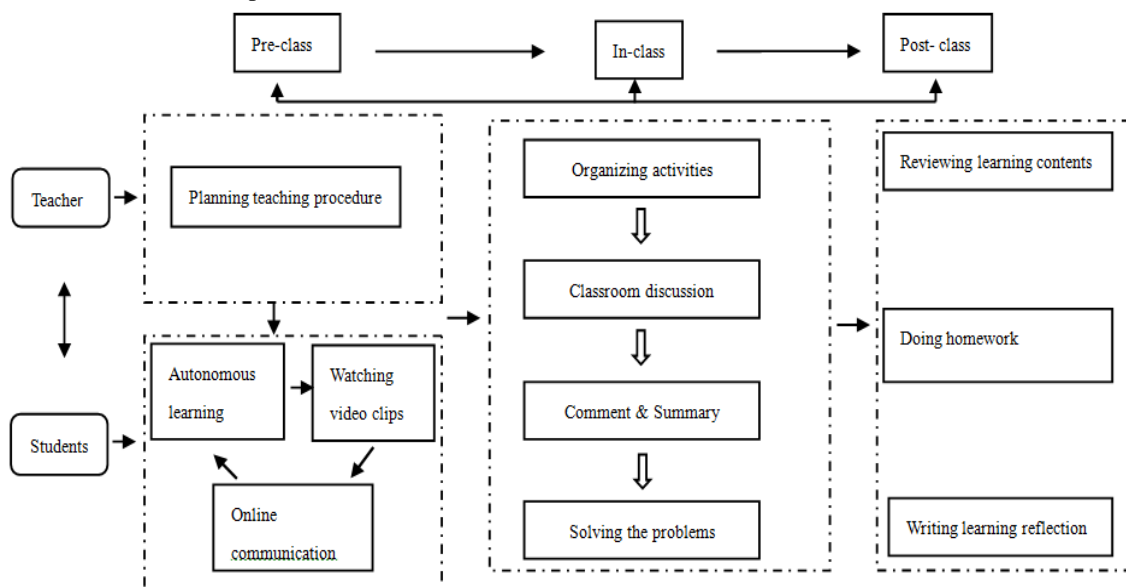


Figure 2 FCM Based on QQ Group Online Communication Platform (Preliminary Version)

##### 4.1.4 Evaluating the Effects

At the end of the first phase, the author employed the self-evaluation form for the experimental groups only to make the first survey among 70 students in the experimental classes, aiming to find students' satisfaction of the main steps in FCM. Most of the answers were (NO). This revealed that some students had the lowest satisfaction. Some students wrote

down their experience in learning reflection, "I did not use contact eyes properly, and did not body language as well", some students mentioned that they did not present main body and conclusion in a proper way and their grammar and pronunciation were not correct. Most of the students were not satisfied with what they presented.

#### 4.2 The Second Phase

Based on the implementation results of the first phase, action research on FCM in the second phase aimed to improve teaching steps and heighten students' satisfaction of FCM.

#### 4.2.1 Identifying Teaching Problems

According to students' learning reflection, students recognized the role of FCM, but four problems existed in the first phase. First, it was difficult to supervise students' preparation before the class. In case students failed to preview the teaching contents and watch video clips, they will not be able to follow the teaching progress effectively. Secondly, online communication lacked substantial contents. Students had different learning time. When one student raised a question in QQ group, the others could not offer timely feedback for they were busy with other things. This phenomenon made the student feel a little frustrated in online communication. Thirdly, some students only submitted superficial reflection on learning procedure. In addition, some students just repeated the other students' opinion without thinking on their own. Finally, discussion in the classroom was not active. Teaching time was limited, so students could not have heated discussion on a certain topic, and the discussion could not engage as many students as possible.

#### 4.2.2 Proposing a Plan

The author adopted the following strategies to cope with the aforementioned problems. First, students were required to offer oral presentation in the class. Students in each class were divided into 7 smaller groups with a group leader. The group leader set up a smaller QQ learning group and invited the author to enter the group. Before the class, the author assigned learning tasks for each small group. After previewing the next teaching contents and watching video clips, the group leader organized the classmates to prepare for the learning tasks. In the class, each member, in turn, delivered an oral presentation on a particular topic and then defended orally against the questions raised by the teacher or other students. According to the performance of presentation, the author gave a grade and recorded it for later evaluation. In the end, the author made a comment or a summary to emphasize some notions or

conclusions. The management mechanism of oral presentation required that all the students should make a full preparation before the class; otherwise they would feel embarrassed or lose face when they could not fulfill the task of presentation in the classroom. The second strategy was that all student reached a compromise on the fixed time of online communication. Each group was required to have online communication twice per week, once is before the class and the other is after the class. This measure aimed to engage all the students in online communication to deepen the understanding of learning contents. The third strategy was that some questions were added in every section to remind students that they could use them as a self-examination practice and as the guiding topic for discussion. Accordingly, the questions functioned as a bridge between online communication and classroom discussion. These may improve the quality of performance in the class.

#### 4.2.3 Implementing the Plan

The author divided the preparation for the teaching plan into uploading video clips and assigning learning tasks for each small group based on the drawbacks in the second phase. After autonomous learning and watching video clips, students examined whether they could understand how to use body language, contact eyes and divide their presentation in proper sections. Then group leaders organized group members to discuss the contents online and assigned presentation topic for each member. In the class, each member presented their understanding of a certain topic in a task-driven model. The teacher made a comment on students' performance and laid stress on the main teaching contents. After the class, students conducted online communication and finished written notes to consolidate what they had learned; they found more relevant materials from different channels to deepen the understanding; they wrote down their reflection on learning performance, including achievement, defects, and suggestions for improvement. The revised FCM is presented in Figure 3.

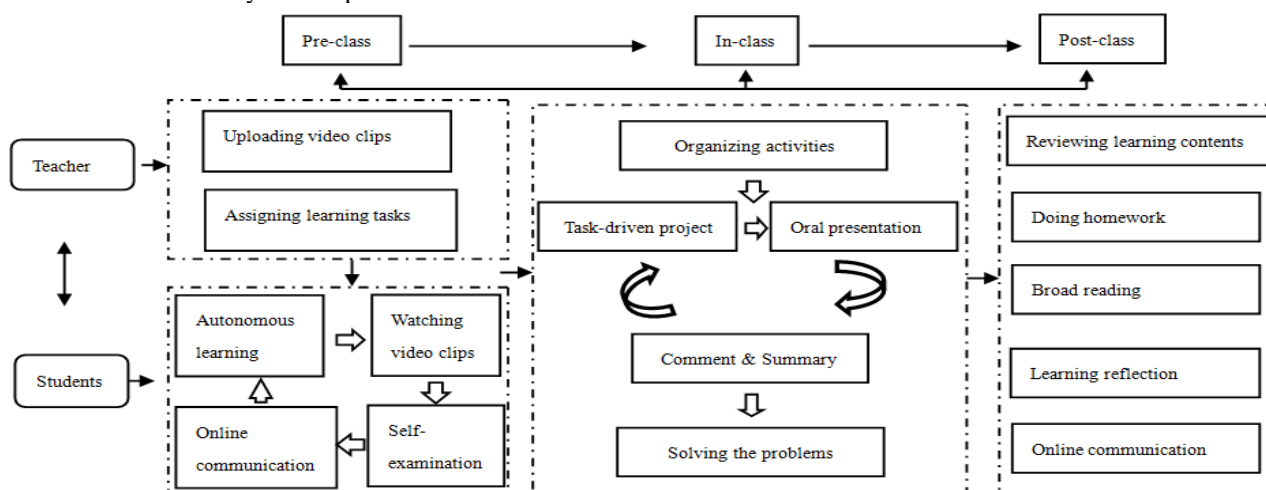


Figure 3 FCM Based on QQ Group Online Communication Platform (Revised Version)

#### 4.2.4 Evaluating the Effects

At the end of the second phase, the authors made the second survey by means of the self-evaluation form to investigate students' satisfaction of FCM. In the second teaching phase, students increased their satisfaction of the main steps of FCM. The two measures, oral presentation and online communication at fixed time, facilitated students'

learning initiative. Explanation of the importance of learning reflection also enabled students to complete the task more meticulously. Moreover, some questions were added to each section in video clips, offering students more time and opportunities to think about them and discuss them and making students improve the quality of speech in the class. However, satisfaction of preview was still at the lowest

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degree. Students' learning reflection revealed that "I did not cover the required time". Some of the students were not satisfied with their overall presentation.

### 4.3 The Third Phase

In the third phase, students were thoroughly adapted to FCM. The key point was to lead students to overcome the defects and find the effective learning methods.

#### 4.3.1 Identifying Teaching Problems

In the second phase, students had two learning problems. The first problem is that after autonomous learning and online communication, some problems in students' learning procedure were not solved in due course. The second problem is that some students did not spend enough time in autonomous learning. So, they did not have proper participation in online communication.

#### 4.3.2 Proposing a Plan

In the third phase, the authors adopted the following measures. The first measure was that the questions during students' learning procedure were the key points the author should solve in classroom teaching. As a result, the cognitive gap between online communication and teaching discussion

could be removed. The second measure was that individualized guiding step in classroom teaching were added to handle the inactive phenomenon among some students.

#### 4.3.3 Implementing the Plan

In the third phase, the authors adopted two measures to improve FCM. The first was that the authors paid more attention to the learning problems and managed to help students deal with them. For the problems only an individual student had, the author offered a definite answer as a timely feedback. For the common problems, the author collected the problems summarized by the group leader before the class, and guided students to think about the ways to solve them. The second measure was that while students were giving oral presentations in the class, the teacher offered them individualized guidance, not only mentioning their strong points, but also showing them defects and expounding how to deepen their understanding. The two measures observed "student-based principle", showing respect for individual difference and guiding students to make progress. Consequently, FCP could be further improved as Figure 4.

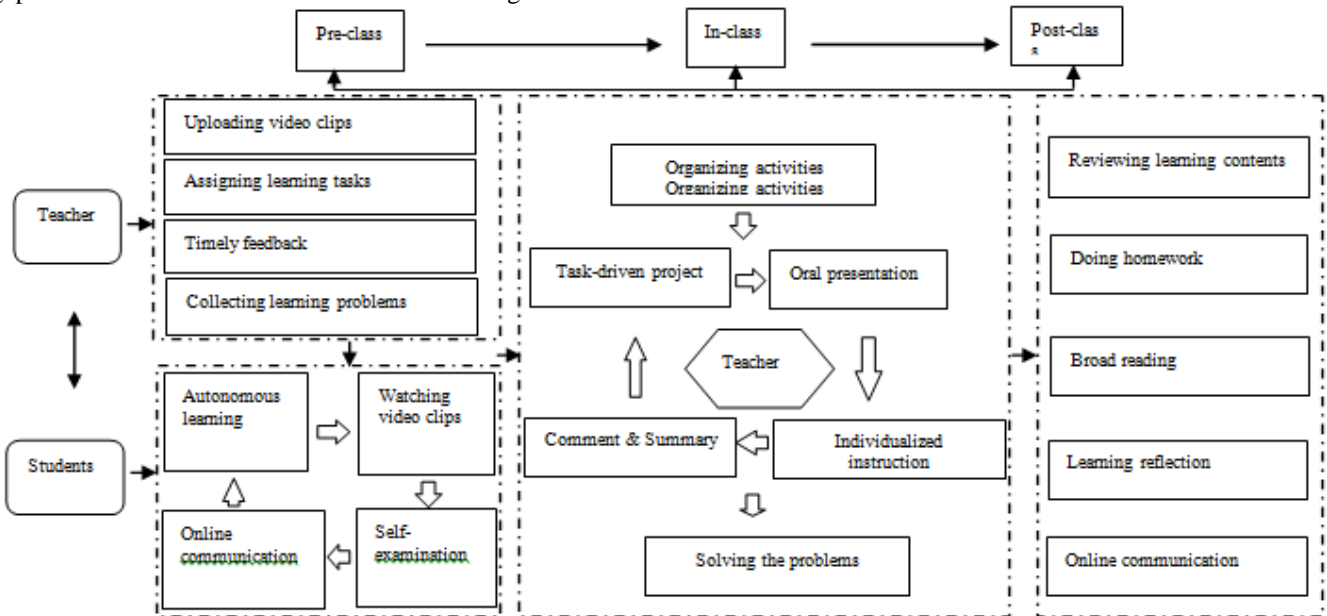


Figure 4 FCM Based on QQ Group Online Communication Platform (Extended Version)

#### 4.3.4 Evaluating the Effects

Before the final examination, the authors made the third self-evaluation form to inquire into students' satisfaction of FCM. The results of the third investigation revealed that the students

were more satisfied with the main steps of FCM in the third phase than those in the second phase due to timely response and individualized instruction.

## V. RESULTS OF THE RESEARCH

### 5.1 Pre-test Results

Before the running the study, there was an oral test for all the classes to investigate students' Spoken English proficiency. The authors employed SPSS 22.0 to do Independent-Samples T Test and obtained the following results shown in Table 1.

Table 1 Pre-test Results of the Control Classes and the Experimental Classes

Class	Number	Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
Class 1, 2	70	52.2312	8.44610	1.08141			
Class 3, 4	70	51.22901	8.09344	1.05368	-0.962	118	0.338

In Table 1, mean of the Spoken English proficiency for the control classes, Class 1 and Class 2, were 52.2312, while

that for the experimental classes, Class 3 and Class 4, were 51.22901. According to Independent-Samples T Test,

significance level of pre-test result was  $0.338 > 0.05$ . Therefore, under the condition of 93% confidence interval of the difference, there was no significant difference in students' written English proficiency. This fact proved that the students in the four classes had the similar English basis, i.e. the

precondition of the teaching experiment was valid.

## 5.2 Post-test Results

Table 2 Post-test Results of the Control Classes and the Experimental Classes

Class	Number	Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
Class 1, 2	70	65.8049	8.51537	1.09028			
Class 3, 4	70	84.9458	7.16455	0.93275	-3.503	118	0.001

In Table 5, mean of Spoken English proficiency for the control classes, Class 1 and Class 2, were 65.8049, while that for the experimental classes, Class 3 and Class 4, were 84.9458. According to Independent-Samples T Test, significance level of pretest result was  $0.001 < 0.05$ . Therefore, under the condition of 95% confidence interval of the difference, there was significant difference between the traditional teacher-centered teaching model and FCM.

## VI. INTERPRETATION

Under the guidance of action research, the authors could gradually build and even improve FCM of English Speaking Skill, adopt effective teaching measures and highlight the advantages of FCM.

### 6.1 The Role of Action Research

The main purpose of action research is to guide teachers to take a planned, systematic, self-reflective approach to solve some problems in real teaching environment. Its guidance role means that the design of a research approach may follow the notion of action research, and that the primary target of the research is to solve practical problem, heighten action quality and improve practical work. After the completion of research tasks at the lower level, the researcher may conduct the research at the higher level. Therefore, the course of action research takes on a spiral progress by means of the teacher's self-reflection, not only bettering teaching quality, but also promoting the teacher's own professional competence.

### 6.2 The Construction of FCM of Oral English

As Figure 4 shows, FCM of Oral English is divided into three phases, before the class, in the class, and after the class. Before the class, the teacher should produce teaching resources, assign learning tasks to students, offer timely feedback to students, and collect learning problems, while students, in the form of group work, should have autonomous learning, watch video clips, do self-practice as self-examination, and hold online communication. In the classroom, the teacher organized various teaching activities, especially task-driven projects. Students gave oral presentation on particular learning contents in groups. Then the teacher guided students to remove all the learning obstacles and concluded the learning of one section by offering comment and summary, and further started the learning of the next section. After the class, students experienced a series of learning tasks, like reviewing what

The authors conducted the empirical teaching experiment in the course of Oral English. In one semester, the traditional teacher-centered teaching model was adopted in Class 1 and Class 2, while FCP was employed in Class 3 and Class 4 simultaneously. Spoken English proficiency scores in the final examination were used as post-test result, which were reflected in Table 2.

have learned in the past class, doing a new presentation having into consideration their learning reflection, and holding online communication again, etc. As a result, students could consolidate the learning contents, form a positive learning habit, and lay a solid foundation for the next presentation in the class.

### 6.3 The Advantages of FCM

It is noted that the advantages of FCM are not the application of technology, but the improvement of the whole teaching model propelled by the development of technology (Li and Wu, 2015). Compared with the traditional teaching model, the advantages of FCM are reflected in students' learning ability, comprehensive quality, teaching effects, and the final form of their presentation, in addition to the way they communicate in the class with the teacher and out of the class with their peers etc.

It is found that the individualized learning and instruction can promote students' learning ability. Before the class, students take initiative to explore professional knowledge. When they do not understand a point, they can avoid receiving unified teaching progress. Instead, they may repeat the learning behavior. In the class, students present what they have previewed to the whole class. If they have misunderstanding, the teacher offers them timely individual instruction. After the class, students are supposed to write their reflection on learning, presenting their understanding or cognition of what they have learned. The teacher may pick out the misunderstanding or error to offer more individual instruction.

It is also found that the learner-centered teaching procedure can help students promote their comprehensive quality. For example, when they prepare the presentation before the class, students can develop the preliminary academic research ability. When they make the presentation in the class, students can practice oral English in effective way with self-confidence without being shy. When they have cooperative learning, students can enhance interpersonal ability and cooperative ability. When they write their notes about the learning reflection, students can improve self-reflective ability.

Finally, it is worth mentioning that FCM brings about better teaching effects. Students in the experimental classes had higher grades than those in the control classes, and there was significance between FCM and the traditional teaching

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model. Students' evaluation of teaching revealed that the students in the experimental classes gave 84.5 while the students in the control classes offer 65.5. Therefore, the students in the experimental classes were more satisfied with the teaching model.

### VII. CONCLUSION

The impact of applying Action Research following FCM in teaching oral English course is clearly resulted in improving the English Speaking Skill for the Chinese Learners of English CELs in Higher Education organizations. In view of this phenomenon, the paper, under the guidance of action research, tried to build FCM during the course of Oral English teaching, and led to create some teaching strategies which participated to high extent in realizing and achieving the teaching objectives of the course. After comparing FCM and the traditional teaching model, it reaches the conclusion that FCM can improve the teaching effects of Oral English. The paper also proves that transferring the method form teacher-centered teaching pattern into learner-based and learner-centered teaching pattern, helps in absorbing learners' attention and interest, and also motivate them participating in the learning tasks actively. On the other hand, FCM requires that teachers should not only possess higher professional dedication and qualification, but also grasp teaching research methods and teaching technology as well.

#### Limitations of the Study

Samples should cover more classes and increase the number of the subjects. This was not easy available due to the schedule of the teacher in the four groups which represent the experimental and control groups.

It was suggested to apply the same study on writing and reading core courses which are provided in the institute, but it was not at hands due to the teachers' thoughts and following their own teaching plan and teaching methods that they have been following for long time.

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